DOCUMENT RESUME

ED 357 809 JC 930 301

AUTHOR	Teo, Elizabeth A.; Jenkins, Sylvia M.
TITLE	Teaching Word Processing in the Library.
INSTITUTION	Moraine Valley Community Coll., Palos Hills, Ill.
PUB DATE	93
NOTE	36p.
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	College Libraries; Community Colleges; Computer Centers; *Computer Literacy; Computers; Instructional Materials; Keyboarding (Data Entry); Laboratories; Library Extension; Library Facilities; *Library Services; Menu Driven Software; *Microcomputers; Models; Program Descriptions; *Program Development; Two Year Colleges; *Word Processing; Workshops
IDENTIFIERS	Moraine Valley Community College IL

ABSTRACT

A description is provided of a program developed at Moraine Valley Community College (MVCC), in Illinois, for providing word processing instruction in the library, including recommendations for program development based on MVCC experience and results from a survey of program participants. The first part of the paper discusses a model development process based on the steps used at MVCC to develop their word processing instruction program. First, instructional objectives were established for the program workshops, including instruction in keyboard function keys, formatting diskettes, and using a spell checking program. Next, an adequate word processing program was chosen and six workshops were scheduled at different day and evening times throughout the semester. Student newspapers, staff newsletters, memos, and posters were used to publicize the workshops and an enrollment form was prepared to avoid overenrollment. Last, effective teaching methods were chosen, including team teaching and awarding certificates of completion. Appendix I provides the instructional guide to MVCC's library microcomputer workshops, covering the following topics: (1) logging-in to the computer network; (2) formatting a data disk; (3) starting the program; (4) practicing with a text; (5) saving files; (6) exiting the program; (7) retrieving documents and files; (8) editing files; (9) using the program dictionary; and (10) printing. Finally, Appendix II presents results from a spring 1992 study of 33 workshop participants. Findings, based on 19 usable responses, indicated that 84% thought the workshop was well paced, while 68% had used the software at least once after the workshop. The document also includes comments to open-ended questions. (BCY)

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TEACHING WORD PROCESSING IN THE LIBRARY

By Elizabeth A. Teo and Sylvia M. Jenkins

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1993

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Acknowledgements

Diane Grund, Associate Dean of Learning Resources, provided initial encouragement and continued support for this program in the five years of its operation to date.

Our librarian colleagues, Nancy Hessler, Maria D'Aversa, Diane Casey, Debra Shapiro, Judy Milliman, Li-Mei Ku, On-Sook Lee, Elaine Lowenthal, and Pat Kissinger, have provided valuable recommendations and assistance in teaching.

Beth Reis, Research Associate, assisted in survey design and prepared the Research Note in Appendix II, based on our survey.

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TEACHING WORD PROCESSING IN THE LIBRARY

By Elizabeth A. Teo and Sylvia M. Jenkins

The addition in recent years of microcomputer labs to academic libraries opens new opportunities for library instruction. Librarians familiar with bibliographic instruction in print and newer CD-ROM resources may see instruction in word processing as a complementary user need, to prepare the finished version of student research. As libraries reduce or abandon their public typewriters, the need for alternative word processing knowledge becomes more urgent.

This paper describes a model library word processing instruction program, with examples from the Moraine Valley Community College experience. It also provides research results from a user survey.

Getting Started

Whether the idea of word processing instruction originates with front line librarians or with administrators, the juncture of their goals will provide the impetus to begin. Certainly administrative support is critical, although much of the program development may rest with librarians.

Normally a program develops in response to user needs. Perhaps a survey has indicated preference for word processing instruction. Or the inquiries from library users in reference service have revealed a lack of basic computer skills. Although

many recent high school graduates have computer experience, it is not uncommon for older students, international students, and part-time staff to be missing word processing skills, particularly at community colleges where student skills vary widely.

Surprisingly little literature exists on word processing instruction, particularly in libraries.[1] Innovative opportunities are substantial. Librarians can call into play their teaching skills and computer knowledge to launch a program. A team approach is often useful. Two or three librarians working together have a better chance to see different options, to contribute their distinct strengths, and to handle the details of planning. At the same time, the entire library staff needs information about the planning, for their later involvement.

Planning Process

The statement of objectives is a good way to move into the instruction. In keeping with recommended instructional planning, objectives will focus on student accomplishments. The objectives should be framed to the entering level of student knowledge. It is reasonable to assume that the students will be beginners in word processing; hence the objectives will focus on entry level skills. An objectives statement might contain these points.

THE STUDENT WILL UNDERSTAND AND USE THE BASIC FEATURES OF A WORD PROCESSING PROGRAM TO PREPARE A SHORT PAPER, INCLUDING:

Understanding the keyboard covering function keys, *enter, escape, delete, backspace, arrow keys,* etc.

Formatting a disk to hold word processing files

Entering text using word wrap and scrolling

Saving a file

Getting a previously saved file

Editing a saved file

Using a spell checker

Printing a file.

Since these objectives are highly practical, the teaching plan can incorporate extensive hands-on experience with the microcomputer. It is feasible for most persons with little or no prior experience to complete these objectives in two hours, give or take one half hour for individual differences.

A workshop format has proved appropriate for basic instruction. There are many options for presentation: free or for fee, credit or non-credit, in conjunction with a regular class or independently.

Choice of Word Processing Program

The choice of a word processing program from among the many on the market will depend on program features and microcomputer compatibility. The program should be relatively easy to learn, but also have sufficient features such as margin adjustments, spell checker, and block moves that students can use as their skills increase. Planners may want to choose a software program that is commonly used at their institution. Programs with on-screen menu choices are normally easier for beginners than are

command-driven programs without on-screen prompts. Price considerations will enter into the selection. Software compatibility with IBM, IBM compatible, or MacIntosh microcomputers will not be an obstacle.

In choosing the teaching program, librarians will normally refer to the manual. But the manual may not be the best "textbook" for students, with its length inappropriate for workshop timelines. A better option is an instructional guide geared specifically to the objectives. It can include keyboard and formatting instructions which program manuals do not have, as well a word processing practice texts geared to the audience.

Appendix I contains the guide which is used at Moraine Valley Community College. It uses Professional Write® for the IBM as the teaching program. Of course an institution can incorporate its own software choice into a guide. We suggest that permission be secured for illustrations or other material taken from the software manual.

Scheduling

As the instruction is intended for students who are beginners in word processing and these are probably only part of the current student body, a voluntary scheduling system can be appropriate. Librarians will consider the times convenient for potential attenders as well as the library staff available to teach. A pattern of six workshops repeated at different day and

evening times each semester has provided enough enrollment options at a community college enrolling 18,000 students. The whole librarian staff may want to participate in workshop instruction at different times, for the experience has been rewarding. Compensatory time allowances will encourage librarians to participate in evening or other times not normally worked.

Publicity and Enrollment

Librarians can use campus communications, including student newspapers, staff newsletters, memos, and posters. Targeted participants, such a older adults or international students, can be reached at their clubs or centers and though instructors or advisors. Many enrollees will come from the ranks of library users, and so prominent library announcements are in order.

An enrollment form can help assure that the number of microcomputers will be sufficient for each person to have hands-on work at a microcomputer. Allowance should be made for a few absences, particularly in a volunteer setting. The form will also indicate dates and times selected, and instructions, such as the need to bring a disk or purchase a guide for the workshop.

Teaching

Librarians have found a team approach useful for sessions with ten or more participants. It provides a chance to alternate class instruction with individual attention. Participants differ

in their abilities. Some have typing skills, others are closer to the hunt key method; some are native English speakers, others may be learning English as a second language. The workshop format has flexibility so that each person can proceed at his/her rate. For example, one may type a few lines of text while another strives to type an entire page. Many times one student assists another. It is important that all stay together through commands instruction in formatting, saving, or editing to avoid errors that lose time in catching up with the rest of the class. Once the command is presented, then students can experiment freely with their text.

After the sample text is typed, the practice of editing and checking spelling are exciting to many who see these advantages for the first time. The printout is proof of accomplishment. At Moraine Valley students receive a certificate of completion. The workshop closes with encouragement to follow up with more practice soon.

There is evidence from student comments that the word processing instruction is rewarding to many. Appendix II presents an evaluation based on survey of attenders.

The rewards of student achievement make the planning and implementation of word processing instruction well worth the effort.

References

[1] A search through Library Literature and ERIC since 1984 revealed no similar programs on word processing in academic libraries. Of related interest are Leonel L. Perra, "The Status of Computing in Public Schools in the West Kootenay Region of British Columbia", ERIC ED 350997, 1992; Anita C. Bell, "A Term Paper Resource Center", School Library Journal 38:1 (January 1992), 34-36; Sharon Pastori and Others, "Literacy for Every Adult Project (LEAP). Report of Learning Center Component," ERIC ED 280506, 1986.

APPENDIX I

Workshop Guide: Professional Write on the IBM PS/2 Microcomputer

PROFESSIONAL WRITE® ON THE IBM PS/2 MICROCOMPUTER WORKSHOPS

SPONSORED BY

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ROBERT E. TURNER LEARNING RESOURCES CENTER
MORAINE VALLEY COMMUNITY COLLEGE
PALOS HILLS, IL 60465

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Screen shots from Professional Write® version 2.2, including text materials, are used with the permission of Software Publishing Corporation, which own the copyright to such product. Professional Write® is a trademark of Software Publishing Corporation.

INTRODUCTION

LRC WORD PROCESSING WORKSHOP

Welcome to this Word Processing Workshop using Professional Write®. In this workshop you will learn to create a document, and then edit it for changes. You will also be able to save your document on your disk, and print it.

But first there is some housekeeping to attend to. We will start by understanding the parts of the computer and how it operates.

I. Understanding the computer:

Today you are using an IBM PS2 computer on a Novell network. The network supplies the Professional Write® software for your computer and all the others in this room.

A. The Computer

The computer consists of:

a) monitor, which will display your work

b) disk drive, to insert your disk

c) a keyboard

d) printers in the corner connected to each computer via the network

B. The Keyboard

It looks a lot like a typewriter, but there are some extra keys that you will use to give commands to the computer.

CTRL - the control key, used along with other keys for commands. For example, CTRL along with U (written as CTRL-U).

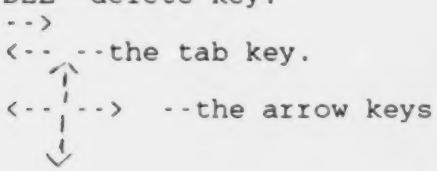
F1, F2, F3, etc. -- the function keys on the top of the keyboard, used to get at groups of tasks.

ESC--the escape key. It takes you out of where you are, back one step.

ENTER--the enter key.

INS--insert key.

DEL--delete key.



<-- --the tab key.

--the arrow keys

PS/2 NETWORK LOG-IN PROCEDURES

1) Check out the Writing Center boot disk from the circulation desk. You will need your drivers license and a valid MVCC student I.D. card.

2) Insert the boot disk in the drive with the label side up and toward you, until it clicks in place.

3) Turn on the computer with red switch under monitor.

4) In a few seconds, you should see the MVCC logo.

5) You must log into the network before doing anything else. Using the following as an example, log into the network:

LOGIN Guest LastName

Type **LOGIN GUEST Your Name**. Press the **ENTER** key.

6) The log-in procedure will execute. When it is finished, the next screen will appear.

7) You will be asked to type your name, purpose, course and instructor. When you are finished, press **ENTER.**

8) Then the "Guest Users Menu" will be active.

9) Now you are ready to format your disk:

- See Formatting a Data Disk (Page 4)

FORMATTING A DATA DISK

What Formatting Does

It prepares your disk for use on the PS2 Computer. You need to format a disk only once, and can use it again and again. Formatting erases any data previously stored on the disk.

1) You must be at the "Novell Menu System V###".

2) Using the (DOWN ARROW) key, highlight **Utilities** from the "Guest Users Menu". Press the **ENTER** key.

3) Using the (DOWN ARROW) key, highlight **format a:** (720 KB) from the "utilities" sub-menu. Press the **ENTER key.**

4) Follow the prompts on the screen. Remove the Writing Center Boot Disk from drive "A" and insert your new disk. Press the **ENTER** key.

5) When the format is complete, you will be asked to format another disk. Press (N) for "No"; then press the (**ENTER**) key.

6) You will return to the "utilities" sub-menu. Press ESC to "escape" to the previous menu.

7) Proceed to "Starting Professional Write®."

STARTING PROFESSIONAL WRITE®

1) You must be at the "Novell Menu System V###"

2) Using the (ARROW) keys, highlight **word processing programs** from the "Guest Users Menu". Press the **ENTER** key.

3) At the "word processing programs" sub-menu, highlight **PFS Professional Write®.** Press the ENTER key.

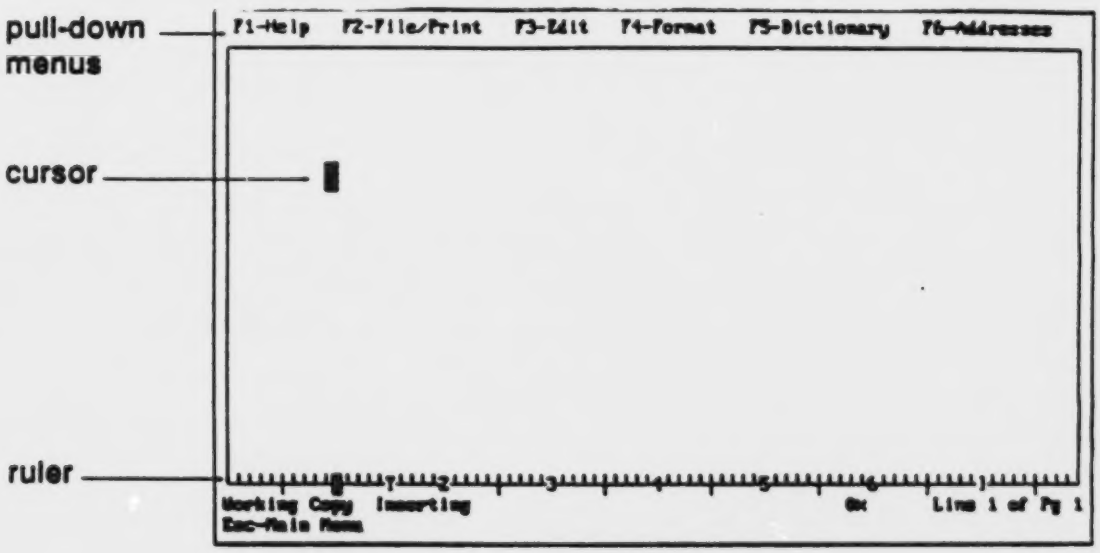
4) In a few seconds, you should see the Professional Write® Main Menu.

5) "Create/Edit" will be highlighted. Press **ENTER**.

6) In a few seconds, you should see the "Create/Edit" screen.

7) The "Create/Edit" screen is where you type in your document.

8) Before you begin, let's discuss some of the features available on this screen.



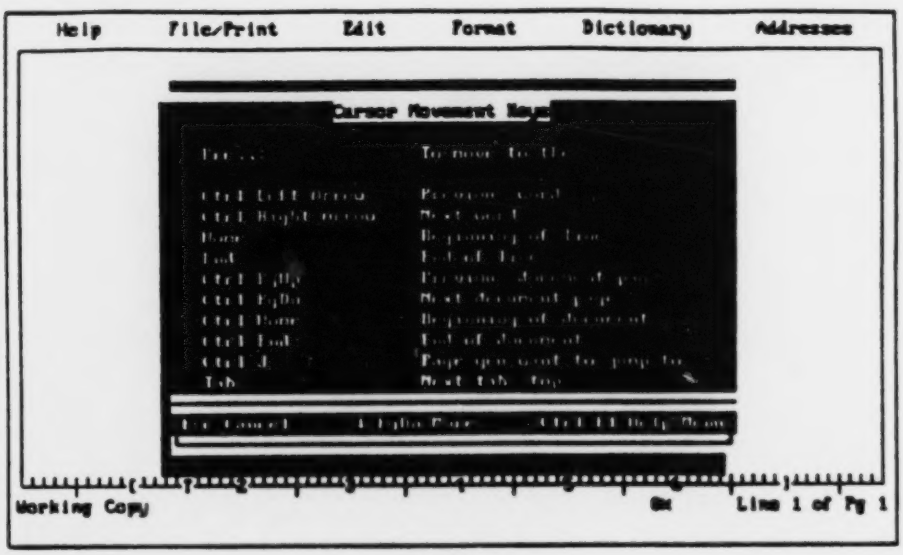
Create/Edit Screen

Cursor - The cursor indicates where the text appears on the screen as you type.

Ruler - The ruler shows the position of the cursor, and the current tab and margin settings.

Pull-Down Menus - The pull-down menus are located across the top of your screen. They pull down to reveal file and editing features. To pull down a menu, press the function key listed next to the menu name.

9) Let's look at the "Help" menu. Press (F1) to pull down the **HELP** menu.



F1-Help

10) This "help" menu is context sensitive. It determines where you are in the program and displays the corresponding help window. Context sensitive help can be used throughout Professional Write®.

11) When you are finished with the "help" window, press (ESC) to "escape" to the "Create/Edit" screen.

12) Now you can Create a Sample Document.

PRACTICE TEXT
Version 1

[Include here a writing text of 2 or 3 paragraphs of your choice. It can have editing opportunities for later practice.]

SAVING

What Saving Does

Saving puts your document in a file which is stored on your disk. Save each time before you turn the computer off. The file you save can later be put back on the screen for editing.

1) Press the F2 pull-down menu. Use the down arrow to highlight "save working copy" and ENTER. Professional Write® will ask you for a file name. Type in _____. (up to 12 letters. You can use two words with a period between them, but no spaces.) Press Tab. The cursor moves to Description. You can type up to 40 characters to tell more about the file. File type should remain at N for Normal. Now, press ENTER to save.

2) The disk drive will light briefly while your file is being saved. Then your document will return to the screen. Notice that the lower left now shows your file name.

QUITTING PROFESSIONAL WRITE®

1) After you have saved your file, you can quit.

2) Press (ESC) to "escape" from the "Create/Edit" Screen back to the "Professional Write® main menu".

3) At the "Professional Write® Main Menu", move the down arrow to highlight **E. Exit.** Press ENTER.

Note: Professional Write® warns if you exit without saving. Press ESC to return to the "Professional Write® Main Menu" and select "Create/Edit" to save or press (**ENTER**) to continue with the quit procedure.

4) Wait for the "word processing programs" sub-menu to appear. Press (ESC) to "escape" to the previous menu.

5) Using the (UP ARROW) key, highlight ***LOGOUT*** from the "Guest Users Menu". Press the (**ENTER**) key.

6) At the "F:\LOGIN" prompt, you may eject your disk and then turn off the computer.

GETTING YOUR DOCUMENT/FILE

When to use Get File

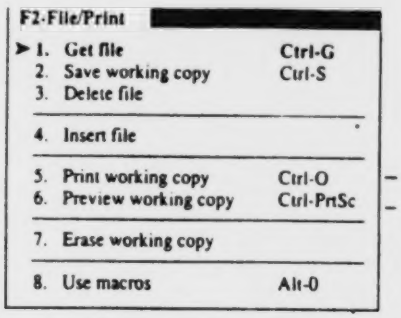
Use the Get File command to retrieve a document that you have previously saved, in order to edit or print it.

How to use Get File

1) Go through the procedures to LOGIN and select Professional Write® as described on pages 3 and 5.

2) Choose Create/Edit.

3) With the blank Create/Edit screen on you monitor, press F2-File/Print. Select 1.- Get File, and ENTER.



On-screen help in using Get File is available by pressing F1-Help.

4) Professional Write® asks for the name of the file to get. Press ENTER.

5) Professional Write® displays a Directory showing the files saved on your disk with date and description. Select Blast or other file name that you want to get, and press ENTER.

6) The file will appear on the screen. Now you can edit it, add to it, or change it other ways.

PRACTICE TEXT
Version 2

[Based on Practice Text 1, incorporate examples to edit, such as inserting and deleting, back spacing, underlining, bold, line spacing changes, spelling corrections.]

EDITING YOUR FILE

What editing does

You can insert words or lines, delete words or lines, underline, boldface, and replace words, and more, all with the touch of keys, and no white out or erasers!

Editing Practice:

1) Look at the new version of your practice text for editing changes.

2) Boldface a word
Move the cursor to any character of the word to be put in boldface. Press F3-Edit. Select Boldface word, or use the speed keys Ctrl-B.

3) Center a line
Put the cursor on the line, Press F4 - Format. Select center line.

4) Inserting a line
Move the cursor to the first character of the line you want to insert a space above. Press ENTER. Professional Write® moves the cursor and the line down, inserting a blank line above them.

5) Inserting a character or word
Move the cursor to where you want to insert the word or character and begin typing. You can insert as many characters and spaces as you want.

6) Underline a word
Move the cursor to any character of the word to be underlined. Press F3-Exit. Select Underline Word, or use the speed keys Ctrl-U.

7) Deleting a word or line
Move the cursor to any character of the word or line to delete. Press F3-Edit, and select Delete word or Delete line.

8) Deleting a character
Place the cursor on the character to delete. Press the DEL key. Professional Write® deletes, and closes up the space. You can also use the BACKSPACE key to delete characters to the left of the cursor.

9) Replacing a character
Press the INS key to turn insert off. Professional Write® removes the word Inserting from the status line. Then begin typing. The new characters will replace the old characters. Press INS again to return to the insert mode.

10) Find and replace a word
Press F3-Edit and select Find & Replace. Professional Write® displays the Find and Replace Window. At the Find prompt, type the word you want to find. Press Tab 2 times. Type the word you want to replace. Press ENTER.

Professional Write® finds the word in your document, and displays these choices.

You make a selection, and then Professional Write® resumes searching.

USING THE DICTIONARY TO CHECK SPELLING

What it does

With the 77,000 word dictionary on Professional Write® you can check your document for typos and spelling errors, or find synonyms. Professional Write® also finds repeated words. But it can't find grammar errors or words used incorrectly in context. It won't recognize correct spelling of proper names.

How it works

1) Use Ctrl-Home to bring the cursor to the beginning of your document.

2) Press F5-Dictionary. Select 2. Proof Document.

3) Professional Write® will begin proofreading, and stop at the first questionable word. You may choose either:

   1. Word Okay, continue - Professional Write® moves on

   2. Add word to dictionary

   3. Type a correction - when you type, the correction is substituted in your document

   4. Select a suggested spelling - you select the spelling, and it is substituted in your document

4) Save your document, and bring the cursor to the beginning of the document.

5) Before using synonyms, move the cursor to the word for which you want synonyms.

6) Press F5-Dictionary and select 3. Find Synonyms.

7) Professional Write® highlights the word, and displays an alphabetical list of synonyms.

8) Use the up and down arrow keys to highlight the synonym, and press ENTER. Professional Write® puts the synonyms in your document in place of the highlighted word.

9) Save again.

PRINTING

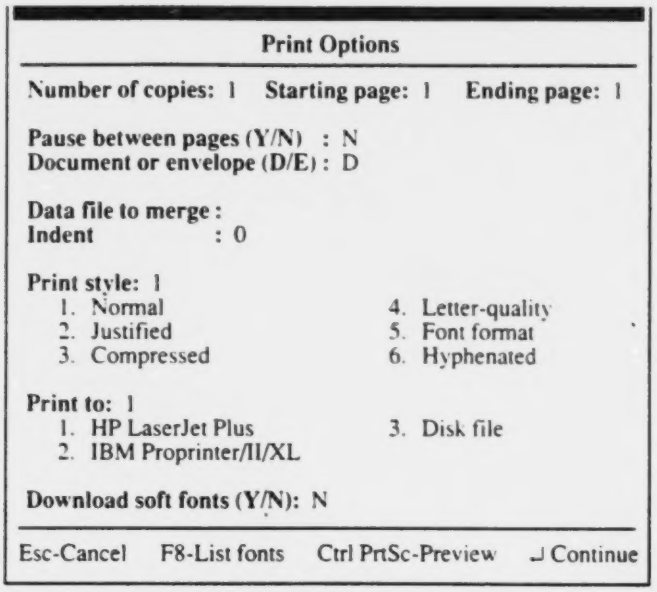
What it does

Printing gives you a paper copy of your document. It will begin with a banner sheet showing your name. You can print from any PS/2 computer in the network, to any of the 3 printers.

How it works

1) Press F2-File/Print. Select 5. Print working copy.

2) The Print Options screen appears, similar to this.



The setting for number of copies, etc. are defaults. We will accept them.

(Note: When you practice more, you can change some of the defaults by pressing the TAB key, and changing the options. The Print to: must coincide with the available printer.)

3) Press ENTER. After a brief pause, your document will print, with your banner sheet first.

4) When printing is finished, press ESC to exit out of Professional Write®, and then LOGOUT of the main menu.

5) Eject your disk, and turn the computer off.

WHAT'S MORE

Practice, Practice

Your word processing skills will improve with practice. You can practice in either the Writing Center, or at the Center For Contemporary Technology during available hours.

Speed Keys

Professional Write® gives you the option of using speed keys to make commands faster. Speed keys are given to the right of each command in the F2, F3, F4, F5, etc. options. Try them.

See Appendix

Credits:

This handout is prepared by Elizabeth Teo and Sylvia Jenkins, with special assistance from Bill Murphy, and suggestions from other librarians and users.

APPENDIX

SOME PROFESSIONAL WRITE® FUNCTIONS YOU CAN LEARN

F2 File/Print

1.	Get file	Ctrl-G
2.	Save working copy as	Ctrl-S
3.	Print working copy	Ctrl-O

These editing commands operate on the screen without F3.

Insert a character or space at the cursor	Type the character or space bar
Type over a character or space at the cursor	Press the INS key. "Typeover" will appear at the lower left of the screen. Begin typing. Press INS again to go back to the insert mode.
Delete a character or space at the cursor	DEl key
Delete a character or space before the cursor	<---- Backspace key

F3 Edit

1.	Insert blank line	Ctrl-I
2.	Delete word	Ctrl-W
3.	Delete line	Ctrl-L
4.	Mark text, for spacing	Ctrl-T
6.	Paste, after mark Text	Ctrl-P
7.	Boldface	Ctrl-B
8.	Underline word	Ctrl-U
A.	Find and replace	Ctrl-F

F4 Format

6.	Turn double spacing on/off (needs to be turned on before typing begins)	Ctrl-D
7.	Center line	Ctrl-X
4.	Set footer (for page numbering)	

F5 Dictionary

2.	Proof document	Ctrl-V
3.	Synonyms	

APPENDIX II

Evaluation of LRC - Professional Write® Workshop

Moraine Valley Community College

RESEARCH NOTE
Office of Institutional Research

Date: June 1992

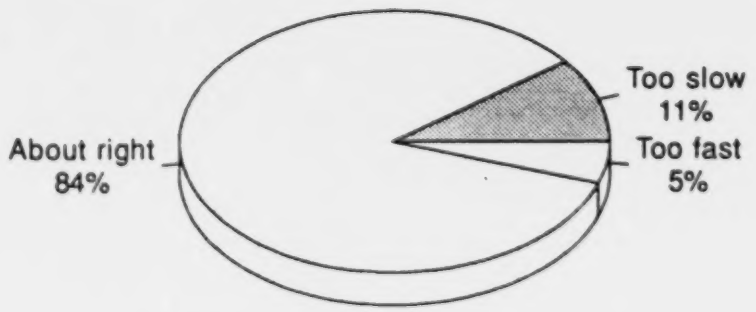
RE: Evaluation of LRC - Professional® Write Workshop

A questionnaire was sent to students/community residents who had attended an LRC Professional Write® Workshop. The purpose of the survey was to evaluate the workshop and to determine how often the software was used after the workshop was over.

Thirty-three workshop attendees were mailed a cover letter, survey and a prepaid reply envelope in spring 1992. A total of 19 responses were received, yielding a response rate of 58 percent. This response rate was higher than the typical return rate for mailed Moraine Valley student surveys (35-45 percent). The following report summarizes the responses to the survey.

Chart 1 shows how respondents rated the pace of the workshop. Most respondents (N=16, or 84 percent) said that the pace of the

Chart 1

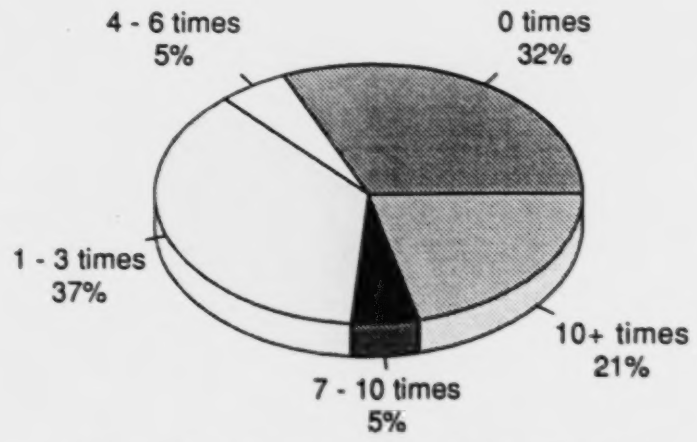


How would you rate the pace of the Professional Write® Workshop?

workshop was about right. Two respondents (11 percent) said the workshop was too slow and one respondent (five percent) said the workshop was too fast.

The number of times respondents used Professional Write® word processing software after they completed the workshop is shown in Chart 2. Almost one-third (N=6, or 32 percent) had not used the software after the workshop was over. A total of 68 percent (N=13) had used the software after completing the workshop: seven respondents (37 percent) had used the software one to three times, one respondent (five percent) had used the software four to six times, one respondent (five percent) had used the software seven to ten times and four respondents (21 percent) had used the software more than ten times.

Chart 2



How often have you used the software after completing the workshop?

Reasons respondents gave for not using Professional Write® after completing the workshop are shown in Table 1. Six of the nine respondents had not used Professional Write® at all, and three respondents had used Professional Write® three times or less after completing the workshop.

The most frequently given reason for not using Professional Write®

Software was "no writing assignment" (N=4), followed by "too busy" (N=3), "prefer another word processing software" (N=3), and "software is difficult to use" (N=1). No one said that the centers were open at inconvenient times, that they had disk problems or that they preferred a typewriter.

Table 1
Reasons For Not Using Professional Write® Software

Reasons	Number Responding*
Have not had a writing assignment	4
Writing Center/CCT not open at convenient times	0
Problems with disks	0
Software is difficult to use	1
Too busy	3
Prefer other word processing software	3
Prefer typewriter	0
Other	1

* Note: some respondents gave more than one answer.

COMMENTS

All comments received on surveys are included below.

What improvements do you suggest for LRC Professional Write® workshops?

- *None--I felt the basic points were covered.*
- *More time allowed to try out various commands. The advanced class went faster than expected and left some time to experiment on an individual basis. This I feel is very important while we have instructor support to ask questions.*
- *More instruction on the machinery of the printer--it sometimes needs adjusting!*

- *None, I feel the people teaching this class did a great job! They were very helpful.*

- *I knew nothing about the word processor so the class went a bit fast for me. I used it many times since though and the teacher was always helpful and willing to answer my questions. I would like to have taken the workshop twice to really learn everything. But I love the IBM!*

- *Follow-up class soon after first class, or maybe two classes instead of one back to back.*

- *I have been looking for a computer; I wish MVCC or someone would offer a workshop to show all the advantages you can have by owning a PS/2 or equivalent. For instance: 1) Checking 2) Records 3) Billing 4) Where to buy 5) What to look for 6) Tax break write-off 7) Classes over the computer. If there is such a class, I would like to know. Thank you. Chris ???? (can't read last name).*

- *I thought the class was great--very helpful--especially the handouts. The only improvement I could think to make was to have part I and II closer together.*

- *When are you going to have some more?*

- *I felt the class moved a bit too slow. You need to speed the beginning process up--turning computer on and off, formatting disk, etc...*

- *At first, I kept reformatting my disk each time which would erase all my work. Also, I cannot number pages.*

- *Probably having an extended workshop for those who aren't familiar with computers. This could be another review plus more practice time on the computer.*

- *To make them more often and for a longer period of time so the student can practice.*

Please feel free to make additional comments or suggestions.

- *I was very pleased to have the opportunity to attend a free workshop to learn another word processing package. It has already come in handy while interviewing for a job. It showed flexibility in word processing software. Thank you. I imagine for students in writing classes and literature, it has been a valuable experience which did not fit my case but recognize it from past experience.*

- *Very helpful!*

- *The instructions given were very clear and the instructors were great! I had a little trouble getting started by myself the first time. Maybe beginning instructions could be clearer.*

- *I still use the manual--it is very helpful.*

- *I really appreciated the workshops. After completing the first one, I had enough confidence to use the computer. Prior to the workshop, I had absolutely no knowledge of the computers and was hesitant about using them. Thank you for offering the workshops. They were a big help!*

- *The ladies who ran the workshop were very good. They knew their material and presented it well. Thank you!*

BR